

## Appendix C: Policies for Learning Resources – Selection of and Challenges to Learning Resources

Section 37 of *The Education Regulations, 1986* requires that boards of education and the conseil scolaire establish policies and standards governing school libraries. The legislation specifically states that a selection policy and a policy for challenged materials must be established.

Most boards of education address both selection of materials and procedures for challenged materials in one policy, rather than developing separate policies for each topic. Some boards of education include an Internet acceptable use policy as part of their selection policy. General guidelines for policy writing and a description of the elements in a selection policy are provided below. Once the selection policy has been developed, it should be reviewed regularly to ensure it continues to be relevant. Changes in the provincial curriculum, in student population, and in technology might necessitate changes to the selection policy.

<b>Legal Reference</b>	<i>Section 37 of The Education Regulations, 1986</i>
<b>Purpose of Policy</b>	Selection policies are developed to guide the selection, retention, and weeding of quality school library collections that support student achievement of provincial curriculum outcomes, students' independent reading and research needs, and teachers' professional needs.
<b>Application of Policy</b>	The policy applies to all materials in the school library collection in all formats. All materials are evaluated according to the same basic criteria. Additional criteria are sometimes provided for specific types of materials (e.g., size and readability of type for print materials; sound quality for audio materials; quality of cinematography for video materials; functional links and ability to move around easily in websites).
<b>Selection Criteria</b>	Basic selection criteria apply to all types of materials in the collection. A few examples of possible selection criteria include: <ul style="list-style-type: none"><li>• relevance to the curriculum</li><li>• age appropriateness for the intended audience</li><li>• quality and durability of format</li><li>• accuracy and currency of information</li><li>• credibility, reputation, and significance of author, producer, publisher</li><li>• artistic/literary quality</li><li>• freedom from bias and stereotypes</li><li>• accurate portrayals of First Nations and Métis peoples.</li></ul>
<b>Procedures</b>	Steps in the selection process from initial screening to final selection should be included.
<b>Gift Materials</b>	Gift materials are usually evaluated according to the same criteria as purchased materials to ensure that only quality items go into the collection.

<b>Responsibility for Selection</b>	<p>Usually a qualified teacher-librarian is responsible for selection. Other people such as students, teachers, consultants, parents, and First Nations and Métis Elders may advise on the selection of particular types of materials.</p> <p>Some school library policies outline the process that is followed for selection under various circumstances. For example:</p> <ul style="list-style-type: none"> <li>• when a student, teacher, or community member suggests an acquisition</li> <li>• when the teacher-librarian is initiating selection to fill gaps in the collection or to update the collection</li> <li>• when materials are being acquired to support a particular curriculum.</li> </ul>
<b>Weeding the Collection</b>	<p>Items that no longer meet selection criteria or are in poor physical condition are removed from the collection. Many school divisions use date ranges for certain sections of the collection. Some school library policies include a description of the methods that will be used to dispose of weeded school library materials, and a rationale for the disposal methods chosen.</p>
<b>Procedures for Challenges to Learning Resources</b>	<p>A process for challenges to the inclusion or exclusion of resources in the collection might include:</p> <ul style="list-style-type: none"> <li>• a description of the steps for action to be taken beginning with the first contact with the person expressing the concern</li> <li>• a description of the timelines for action</li> <li>• information regarding the levels of responsibility of people involved in the reconsideration process</li> <li>• examples of appropriate forms</li> <li>• a description of steps to be taken in an appeal process.</li> </ul>
<b>Access to Learning Resources</b>	<p>Procedures for students to access resources:</p> <ul style="list-style-type: none"> <li>• provision of textbooks and other learning resources</li> <li>• accessing online learning resources</li> <li>• policies for Internet use</li> </ul>
<b>References</b>	<p>This statement lists the references to external and internal documents which are the basis of the policy statements.</p>